

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) ☒ Elementary ☒ Middle ☐ High ☐ K-12 ☐ Charter

Name of Principal Sister Carmel Lynch, PBVM

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Saint Bonaventure School

(As it should appear in the official records)

School Mailing Address 16377 Bradbury Lane

(If address is P.O. Box, also include street address)

Huntington Beach

City

CA

State

92647-3247

Zip Code+4 (9 digits total)

County Orange

State School Code Number* N/A

Telephone (714) 846-2472

Fax (714) 840-0498

Website/URL stbonaventure.org

E-mail principal@stbonaventureschool.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Reverend Gerald Horan, OSM

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Orange Tel. (714) 282-3055

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson N/A

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: N/A Elementary schools
 N/A Middle schools
 N/A Junior high schools
 N/A High schools
 N/A Other

 N/A TOTAL
2. District Per Pupil Expenditure: N/A

 Average State Per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 ☐ Urban or large central city
 ☐ Suburban school with characteristics typical of an urban area
 ☒ Suburban
 ☐ Small city or town in a rural area
 ☐ Rural
4. 25 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7	30	36	66
K	28	32	60		8	37	34	71
1	28	45	73		9			
2	29	40	69		10			
3	31	33	64		11			
4	39	35	74		12			
5	37	29	66		Other			
6	34	40	74					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								617

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>82</u> | % White |
| <u>1</u> | % Black or African American |
| <u>8</u> | % Hispanic or Latino |
| <u>9</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 2%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1	632
(5)	Total transferred students in row (3) divided by total students in row (4)	0.02
(6)	Amount in row (5) multiplied by 100	2%

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:
9. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9 %
56 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>6</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u>7</u> Visual Impairment Including Blindness
<u>18</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>24</u>	<u>2</u>
Special resource teachers/specialists	<u>1</u>	<u>2</u>
Paraprofessionals	<u>9</u>	<u>18</u>
Support staff	<u> </u>	<u> </u>
Total number	<u>36</u>	<u>22</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 25:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	97 %	95 %	97 %	96 %	96 %
Teacher turnover rate	7 %	0 %	0 %	0 %	0 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (h.s)	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

Saint Bonaventure School is a parish school established in 1966 in the Diocese of Orange, California. Located in a middle class suburban community, the school reflects the ethnic diversity of the area, a predominantly Caucasian community. English is the primary language. The enrollment for 2005-2006 is 617 students in sixteen full-day classrooms, grades one through eight, and four half-day Kindergarten classes with an average school student/classroom teacher ratio of 25:1. The classroom teachers hold California credentials and/or a Masters degree; there are thirteen teacher aides. Saint Bonaventure School provides a challenging, standards-based, and relevant curriculum that promotes success for all students through maintaining high expectations in a nurturing environment.

Saint Bonaventure School believes that every student is a child of God and is deserving of the best Catholic education possible. As an inclusive school, classroom and school environments are managed to provide for the widest variety of learners within the parameters of the school's resources. Differences are seen as challenges and opportunities for growth. A total of fifty-six children are recognized as having disabilities according to the conditions described by the Individuals with Disabilities Education Act; they are mainstreamed into the student learning community and included in the fall standardized testing.

The physical plant of Saint Bonaventure School is attractive and well maintained. It includes a sophisticated technology lab, computerized library, resource room, health room, multipurpose room/Extended Day room, an assembly hall, two play structures, volleyball courts, basketball courts and a large field. All eighteen classrooms are equipped with three or more computers and are connected to the Internet. Presently, a new Extended Day building and school office are under construction. The Extended Day program serves over one hundred children on a daily basis accommodating the needs of working parent/single parent families. This program offers extra-curricular enrichment activities, homework time with credentialed teachers, and supervised play.

Saint Bonaventure Parish School's mission cultivates a Christ-centered, value-driven, academically excellent, and safe school learning environment in which all children can achieve their God-given potential and are challenged to make a difference in the world. Parents are recognized as the primary educators of their children. The professional staff works collaboratively with one another and in partnership with parents to facilitate learning and focus on the needs of the whole child. The steadfast support of school parents is reflected by over 18,000 parent volunteer hours yearly. Saint Bonaventure School is an accredited institution through the WCEA/WASC *Process for School Improvement* and received the maximum 6 year accreditation each of the six times the school underwent this evaluation process, the most recent being in March, 2002.

School-wide Learning Expectations guide our curriculum and future planning. Students graduating from Saint Bonaventure School are expected to be "Active, Christ-centered Catholics" who keep God first in their lives and model their faith in words and actions. As compassionate, forgiving, and empathetic persons, they will make good moral and ethical decisions in the light of Gospel values. Graduates will be "Life-long Learners" who exhibit curiosity and a desire for learning, demonstrate competency over challenging subject matter, read and think in a critical and analytical manner, solve problems, set goals, manage time wisely, and enthusiastically explore new challenges. Additionally, graduates will be "Effective Communicators" who write clearly, effectively, and creatively and speak to an audience with confidence and poise. As "Responsible Citizens," Saint Bonaventure School graduates will assume responsibility for their actions, acknowledge basic civic rights and responsibilities, work cooperatively, and appreciate and value a multicultural and global society. Students will share time, talent and treasure with others, especially the poor, the marginalized, and the vulnerable. Ultimately, graduates will be "Integrated [holistic] Individuals" who, in a world characterized by diverse values, continually seek the Truth and allow their lives - mind, body, and soul - to be shaped by it.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Saint Bonaventure School is a professional learning community. Part III Summary describes the focus on student learning and collaboration among professional staff and parents who exist in the school. This section reviews the manner in which Saint Bonaventure School judges how well students learn.

1. Assessment results: Saint Bonaventure Parish School participates in the standardized, norm referenced Iowa Test of Basic Skills (ITBS) Form A, administered in the fall as mandated by the Diocese of Orange, California. Administration and faculty use this assessment tool as one of several ways to measure student success, instructional success, curriculum success, and comparative success. There are three elements that may have affected overall student test scores. The first is the fact that ITBS tests are taken as a diagnostic test in the fall after the summer vacation hiatus (mid-June to early September.) Saint Bonaventure School does no test preparation prior to the administration of the ITBS. A second factor that may affect the scores is the number of students in Saint Bonaventure School with specialized learning needs. As mentioned in the summary, fifty-six students are identified with one or more learning disabilities; and their scores are included in the overall test results. The third component for consideration relates to a slight variation in the number of students included in test composite scores; some students were absent or did not finish a subtest section. Nevertheless, the ITBS Building Summary scores show that Saint Bonaventure School students perform at a level of excellence that merits Blue Ribbon School status.

Reading: Since Saint Bonaventure School tests in the fall, student percentile equivalents are used in this report rather than the school mean scale score. Student reading scores exceed the norm for inclusion in the top ten percent of the nation's schools in every grade level. Saint Bonaventure School credits the school's annual curriculum update, based in part on ITBS diagnostic test scores, for continued student success in reading. Skills analysis of ITBS subtest scores provides focus on areas of concern. Perhaps a student failed to complete a test or maybe the marks were made in a systematic array, indicating that the student did not respond with the necessary attention and effort. Consequently, the teacher offers learning opportunities and experiences that will provide for optimum student growth. The data study has led Saint Bonaventure School to search for a new, well balanced reading program that incorporates the six technical skills of phonics, oral reading fluency, reading comprehension, spelling, vocabulary and writing, that will challenge the students to a higher degree of success. A supplemental computer program, *Accelerated Reader*, with its emphasis on student reading at the Zone of Proximal Development (ZPD,) encourages and nurtures reading for pleasure by tapping into the affective emotions of the learner. The lexile scores on the ITBS also provide indicators for reading level. The school library books are marked with its ZPD level for ease of selection. When reading at a level of success, students are self-motivated to read more thereby generating the necessary practice needed for fluency in reading.

Mathematics: Saint Bonaventure student scores in Mathematics are higher than those required to place in the 90th percentile of the nation's schools over the past three years with the exception of grade two. The ITBS test is the first experience of standardized testing for the second grade students. Saint Bonaventure School curriculum is not focused on test preparation at any grade level, so it is not surprising that the students found the complexities of the testing procedures somewhat confusing. However, the second grade students that scored in the 68th percentile in 2004-2005 scored in the 81st percentile in the following year when tested in the third grade. Saint Bonaventure School supplements the regular math textbook with the *Accelerated Math* computer program in grades four through six, allowing students to work at an individual pace. Additional math teachers in grades six through eight create reduced class sizes that promote higher levels of student success. ITBS scores are one of several indicators used for student placement in sixth through eighth math classes. Following diocesan guidelines, the math curriculum is standards-based, as are the textbooks purchased in 2002-2003 and the supplemental *Accelerated Math* program. The continuous collection of multiple sources of information to assess student learning and the

use of assessment results to guide instruction are successful strategies that contribute to sustainable school excellence.

2. Using Assessment Results: Saint Bonaventure School administrators and teachers use a variety of formal and alternative assessments to measure student success in achieving both school-wide learning expectations and grade level academic standards. Assessment information drives decision-making relating to curriculum planning and development. Assessment results are also used to design professional learning for teachers as well as being a key component of the school's annual allocation of resources.

In addition to the norm referenced assessment provided by the ITBS scores, teachers use results provided by criterion-based progress-monitoring tests and quizzes and summative assessment at trimesters. All are aligned with national, state and diocesan standards. Since assessment is often a process of shepherding growth, one of the richest sources of assessment is observation by teachers and reflection by students. The *Accelerated Math* program, a task-level learning information system that generates individualized assignments, allows students to work at their own pace to achieve specific expectations in a cooperative learning environment. Both *Accelerated Reader* and *Accelerated Math* management systems provide immediate feedback for teacher assessment and student self-assessment. The school psychologist identifies students with special needs through psycho-educational assessment.

Alternative assessments are teacher observation of student homework, work habits, and class participation; subject study guides; projects using rubrics; cooperative group projects; science experiments; construction of models and artifacts; portfolios; oral reports, and multi-media presentations. Student work that demonstrates understanding and application of knowledge and skills when graded holistically and accurately, reflects real student learning. Student self-evaluation is encouraged through use of homework agendas; technology based tracking systems; and metacognition techniques such as journal writing, and portfolio reflections. Teachers and administrators at Saint Bonaventure School analyze student achievement data and identify areas of concern. In response to identified key issues raised during faculty self-study meetings and parental input, funds have been allocated for teacher training in the *Six-Traits Writing* program. Eleven classrooms have been equipped with auditory trainers (voice amplification system for teachers.)

3. Communicating Assessment Results: The first formal progress report is a scheduled school-wide parent-teacher conference. Student academic performance, behavior, and accountability are discussed. When communicating student scores to parents, teachers point out that "average" is the standard to beat; the fiftieth percentile is not failing. Students who maintain nearly the same percentile rank from year to year are progressing appropriately. Emphasis is placed on standard scores and grade equivalent scores to measure individual student developmental growth.

The principal and vice-principal meet with five parent-advisory groups monthly. These meetings provide a forum for sharing student success and an opportunity for long range planning and allocation of resources. The first days of school require on-site student attendance in the morning and parent attendance in the evening. Most of the families participate in these information-laden orientations. Student Learning Expectations (SLE's), curriculum standards and classroom procedures are discussed with parents and students. Teachers provide personal web site, voice mail, e-mail information and/or directions for written correspondence to facilitate channels of communication for parents and students to use at any time. Student Learning Assessments (SLA/report cards) are given out each trimester. Progress reports are sent home to parents six weeks prior to the close of each trimester. Building summary results are shared with the school parent community.

Saint Bonaventure School prides itself on the family environment that exists. A "Coffee with the Principal" evening is held for new parents and they are encouraged to ask questions and discuss school related issues. Teachers and parents frequently conference informally. Other avenues of communication include the school annual Open House, the school web site, the Beckman Science web site and the school newsletter wherein is published the names of students achieving Honor Roll status, those eligible for the

UCI Talent Search (scores in the 90th%), the Mayor's Award, winners of the Geography Bee, Thinking Cap, American Mathematics Competition, Mythology Exam national contests, and Science Fair (school-site, county and state winners.)

4. Sharing Success: Saint Bonaventure Parish School is a member of the National Catholic Education Association (NCEA) as well as the Orange Diocese Department of Catholic Schools. The school is an accredited member of the Western Catholic Education Association (WCEA) and the Western Association of Schools and Colleges (WASC). Saint Bonaventure School works in partnership with the local educational agency, Oceanview School District, to implement the "No Child Left Behind" Act. School administrators and teachers are well known as active participants in Orange County Department of Education (OCDE) workshops and conferences. The principal of Saint Bonaventure School meets collaboratively with the principals of the Diocese as well as at the local Deanery level. The Vice-Principal meets monthly with a local consortium of public and private schools whose kindergarten through sixth science programs are underwritten by the Arnold O. and Mabel Beckman Foundation, and twice yearly with the diocesan vice-principals. The Technology Administrator is an active member and presenter in CUE (Computer Using Educators). The junior high science teacher is a member of the OCDE Science & Engineering Fair Board and participates in judging for the California State Science Fair. Another Junior High (math) teacher is one of five writers of the Huntington Beach Public School District Algebra 1/2 and reviews Algebra 1 challenge tests. As a diocesan school, teachers participate with all other schools in the diocese through in-service days, curriculum development and leadership groups. Articulation meetings with both public and private school personnel help students make a smooth transition into high school.

The WCEA/WASC Process for School Improvement team is comprised of both public and private school administrators and teachers. During the three-day visit, the visiting team has full access to school information, observing key areas of strength and concern. Saint Bonaventure School enjoys a reputation for school excellence in the community, receiving maximum accreditation status every six years. Saint Bonaventure School takes pride in sharing its successes with other schools through these various associations and will continue to do so in the future.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Saint Bonaventure School provides a challenging curriculum that is designed to equip students for the modern world and allow all children to experience success, regardless of gender, culture, race, or ability level. Through annual curriculum review and revision, the faculty of Saint Bonaventure School works to ensure that all subject area curricula incorporate national, state and diocesan standards and are aligned with our mission, philosophy and school-wide Student Learning Expectations.

Religion - Catholic identity is the heart of Saint Bonaventure School. Through acquisition of a firm foundation in Scripture, Church beliefs, Church History and tradition, students are encouraged to model their faith in word and action and make moral, ethical choices in the light of Gospel values. The religion program uses spiraling age-appropriate religion textbooks, daily prayer, student liturgies, and active involvement in local and global community outreach programs and service projects to foster the formation of Christ-centered Catholics.

Family Life - The six components of the family life curriculum focus on family, self-esteem, communication/community, relationships, human sexuality, and safe environment. Students are taught and required to treat others responsibly, with respect and justice using *Peacemakers* (conflict-resolution) and *Character Counts* strategies. The students develop a respect and appreciation for their own personal health, development, and growth. They learn to safeguard themselves against the possibility and danger of sexual abuse as outlined by the *Kids and Company*, drug education, and *I-Safe* programs.

Language arts - The language arts curriculum at Saint Bonaventure School is comprised of four major strands - reading, writing, speaking and listening - that intertwine across the curriculum. The curriculum expectations lead students to read fluently, efficiently, and with understanding for a wide variety of purposes, allowing them to demonstrate competency over challenging content in other subjects as well. The students learn to write with skill, clearly convey ideas in written form, use grammar and mechanics with accuracy, and utilize technology creatively to support and enhance their language skills.

Mathematics – The mathematics curriculum is designed to prepare all students to study algebra by eighth grade. It encompasses the five strands of the California math standards: number sense, algebra/functions, measurement/geometry, statistics/data analysis/probability and mathematical reasoning. Sixth grade math has been departmentalized into three homogeneous groups. Seventh and eighth grades have eighteen to twenty students per math class and are also homogeneously grouped. A significant number enter high school at an advanced level of geometry and/or algebra II.

Science – Saint Bonaventure School graduates have a strong foundation in science content, skills, and methods and are confident in their ability to succeed in science. Inquiry-based science units in grades kindergarten through six have been developed in Life Science, Earth Science and Physical Science, aided by a grant from the Arnold and Mabel Beckman Foundation. Grades seven and eight have weekly lab experience as they study Biology, Chemistry and Physical Sciences and participate in science fairs at the school, county and state levels.

Social Studies – Students graduate with a clear sense of their rights and responsibilities as citizens and are prepared to challenge injustice and promote the common good. Students develop an understanding of history across the ages and become aware of their place across this continuum. The study of geography emphasizes the need to interact positively with people, appreciate cultural diversity, and work cooperatively. Knowledge of the economic, political, religious, and social structures of their neighborhood, country, and world challenges the students to be good neighbors and stewards of the world.

Spanish –Communication across distances and cultures is essential for global understanding. Spanish is taught in grades six through eight as a whole-year subject. Each student has two forty-five-minute Spanish classes weekly. The goal is to complete Spanish 1A and 1B by the end of grade eight.

Fine Arts/Physical Education –A full-time music teacher and a subcontracted *Meet the Masters* art teacher provide art and music experiences in the classroom. Multiple traveling drama and music performances are scheduled annually. Two full-time physical education teachers provide developmental movement and rhythmic expression experiences in addition to physical education activities allowing for growth in motor skills and knowledge of physical fitness.

Technology – Saint Bonaventure School uses the National Educational Technology Standards *Connecting Curriculum and Technology* published by the U.S. Department of Education. Students learn to use technology within the classroom and in the computer lab in all grades, kindergarten through eight. The curriculum categories are basic operations, social, ethical and human issues, productivity tools, communication tools, research tools, problem solving, and decision making tools. The school technology includes classroom computers with school-wide Internet connectivity, Microsoft Office software on a PC platform, Smart Boards, streaming video technology, mobile word processors (The Writer) for language arts, portable LCD equipment, a GTCO Calcomp Interwrite Board, and an in-school broadcasting system.

2a Reading: Saint Bonaventure School originally chose the present reading program because it is challenging, engaging, and developmentally appropriate. However, as previously mentioned on page 7, the faculty is in the process of selecting a new research based standards-driven language arts program.

Students are provided with systematic intensive instruction in phonemic awareness, phonics, reading fluency, vocabulary and reading comprehension strategies. To ensure success in reading, children at risk are identified in their early school years. The kindergarten program, *Beginning to Read, Write and Listen*, incorporates systematic phonics and decoding skills with reading comprehension strategies that allow

students to bring background knowledge and experiences to the text. They create mental pictures, ask questions, determine importance of information, make inferences and retell the story in their own words. *Zoophonics* in kindergarten and grade one capitalizes on what students already enjoy - the capacity to move, gesture, visualize, draw, sing, chant, and celebrate nature. Grades one and two use a balance of phonetic based direct instruction and meaning-based differentiated instruction to meet the needs of varied levels of emergent readers. The textbook series, *World of Reading*, captures student interest through engaging literature. In grades three to six, increasing emphasis is placed on reading comprehension. Direct, explicit instruction in specific strategies such as predicting, summarizing, identifying text structure and visual clues, calling on prior knowledge, asking questions during reading, setting a purpose for reading, and using graphic organizers is used. Writing is integrated as a measure of comprehension and as a tool for learning across content areas. Using *Prentice Hall Literature, Bronze and Silver*, and other supplementary materials, grades seven and eight devote two class periods per day to language arts, allowing more time for literary analysis, writing, and vocabulary development. Through the use of technology, students have further experience as they search for, navigate, critically evaluate and synthesize information. Technology supported *Accelerated Reader* in grades kindergarten through eight stimulates students to read for pleasure and enjoyment.

3. Mathematics: To prepare students for life in today's technological society, the mathematics curriculum at Saint Bonaventure School goes beyond learning the simple skills of counting, computing, putting the numbers into formulas, and solving equations. The mathematics expectations empower the students to be active listeners who question and communicate effectively and think in a critical, analytical manner. They solve problems by locating, accessing, and interpreting information independently, demonstrate competency over challenging subject matter, set goals, evaluate progress, and apply knowledge throughout the curriculum. The computer program, *Accelerated Math*, promotes student success through immediate diagnostic feedback, challenging the more advanced student, and allowing the teacher to make timely intervention for those who need further help. These skills are consistent with the school mission, philosophy and expectations to foster effective communicators and life-long learners. A strong foundation in mathematics is essential for student success in the junior high Physics science class.

The *McGraw Hill Mathematics, California Edition*, in grades kindergarten through six and Prentice-Hall *Pre-Algebra* and *Algebra 1* text books in grades seven and eight were chosen to prepare students for the study of algebra in the eighth grade. The goals for mathematics education are for students to deepen fluency in both basic computation and in understanding of mathematical concepts; become mathematical problem solvers who recognize and solve routine problems readily and find alternate ways to reach a solution or goal; communicate precisely about quantities, logical relationships and unknown values through the use of signs, symbols, models, graphs, and mathematical terms; reason mathematically by gathering data, analyze evidence and build arguments to support or refute hypothesis; and make connections among mathematical ideas and between mathematics and other disciplines. Students extend their thinking through the use of mathematical tools and explore connections and patterns in math through the use of manipulative and collaborative activities. Opportunities are provided that allow students to relate math to real-life situations including the beauty of music and the order of God's creation. Algebraic thinking is extended to the primary grades. In these ways, Saint Bonaventure students not only learn to understand math, but also develop confidence in their ability to "do" math now and in the future.

4. Instructional Methods: As a professional learning community, the teachers use research-based knowledge about teaching and learning and implement a variety of learning strategies to effect student understanding. As facilitators of learning, the teachers provide opportunities for students to not only learn about a subject, but to explain concepts to others; argue issues; try to persuade or change opinion; make predictions; test theories; interpret situations; apply prior knowledge to diverse situations; examine point of view; critique issues; identify misconceptions; engage in metacognition; listen actively; accept feedback; and work cooperatively with others. To provide teachers with current educational research, Saint Bonaventure School subscribes to several professional journals.

Technology permeates the school curriculum and stimulates student interest. Standards-correlated field trips, activities and assemblies engage students in cognitive activities through visual, auditory, and kinesthetic/tactile modalities, and affective actions in grades kindergarten through eight. Not only do teachers employ strategies that involve the cognitive domain, but use activities like peer tutoring, community outreach, and service projects to help students nourish their souls and develop connectedness, compassion and character through action. Students are encouraged to not only excel in this world but to transform it.

Sensitive to the needs of individual students, teachers are committed to a philosophy of inclusion that respects the rights of all students to have a sense of belonging and success in the regular classroom. Students are taught to recognize their personal learning style, set goals, create schedules, assume responsibility for learning, and track their own progress. Teachers' understanding of the theory of multiple intelligences and the needs of diverse learners allows them to utilize a variety of teaching roles – direct instruction, facilitation, modeling, coaching, guiding, observing, re-teaching and tutoring – and adapt them as appropriate, enabling students to meet the school-wide Student Learning Expectations.

5. Professional Development: Systematic professional development is required for Saint Bonaventure School to prepare students for life in our fast paced, technology driven, complex, and ever changing global society. Because the teachers are bearers of sacred Scripture and Church tradition, professional growth also includes in-service that teaches Catholic theology, history and culture and models Gospel values. Recognizing the link between staff development and successful educational change, Saint Bonaventure School has long embraced the ideal that teachers learn best when experiencing, creating, and solving real problems, using their experiences, and working with others, just as students do. After studying *Understanding by Design* by Wiggins and McTighe, teachers worked together and independently to “start with the end in mind” (standards) creating curriculum matrices that match standards with instructional practices that will allow the desired results more likely to occur. Often, during monthly faculty meetings, mini in-services are presented by a teacher/administrator, sharing information learned at an off-campus conference. All teachers participate in writing curriculum in-depth studies and in school improvement planning. Some teachers are members of diocesan teams that update curriculum. Teachers collaborate to improve instruction at cross-grade subject area cluster meetings, primary, intermediate and junior high cluster meetings and grade level team meetings. Money is allocated annually for classes, conferences, and seminars to effect continuous improvement in performance for everyone who affects student learning. This includes teachers, administrators, office staff, classroom aides, school board members (parents,) and custodians. In 2003, teachers responded to a Professional Development Needs Assessment designed by the Association for Supervision and Curriculum Development by narrowing down professional development needs specific to our school. Saint Bonaventure has constructed a coherent plan for systematic, sustainable professional development. To be allocated school resources (money, space, time,) all staff development must support our mission, content standards and student learning expectations. This includes training in innovative teaching strategies; classes that provide teachers with deeper knowledge of academic subjects; studies that educate teachers in our religious faith; integration of technology into the curriculum; and training in how to teach students with different learning styles and/or special needs. The enthusiastic teacher participation in professional growth is commendable and is a significant factor in student success.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): WCEA, NCEA, WASC, CAPSO
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No

3. What are the 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$2,370</u> K	<u>\$3,270</u> 1 st	<u>\$3,270</u> 2 nd	<u>\$3,270</u> 3 rd	<u>\$3,270</u> 4 th	<u>\$3,270</u> 5 th
<u>\$3,270</u> 6 th	<u>\$3,270</u> 7 th	<u>\$3,270</u> 8 th	<u>\$</u> 9 th	<u>\$</u> 10 th	<u>\$</u> 11 th
<u>\$</u> 12 th	<u>\$</u> Other				

4. What is the educational cost per student?
(School budget divided by enrollment) \$4,383
5. What is the average financial aid per student? \$1,227
6. What percentage of the annual budget is devoted to
scholarship assistance and/or tuition reduction? 12 %
7. What percentage of the student body receives
scholarship assistance, including tuition reduction? 4 %

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 8 Test Iowa Test of Basic Skills Form A
Edition/Publication Year 2001-2002 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

READING SCORES	2005- 2006	2004- 2005	2003- 2004
Testing month	October	October	October
SCHOOL SCORES			
Total Score	78	83	81
Number of students tested	71	67	68
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

Subject Math Grade 8 Test Iowa Test of Basic Skills Form A
Edition/Publication Year 2001-2002 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

MATH SCORES	2005- 2006	2004- 2005	2003- 2004
Testing month	October	October	October
SCHOOL SCORES			
Total Score	89	90	85
Number of students tested	71	67	68
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject **Reading** Grade **7** Test **Iowa Test of Basic Skills Form A**
Edition/Publication Year **2001-2002** Publisher **Riverside Publishing**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

READING SCORES	2005- 2006	2004- 2005	2003- 2004
Testing month	October	October	October
SCHOOL SCORES			
Total Score	83	79	81
Number of students tested	66	72	70
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

Subject **Math** Grade **7** Test **Iowa Test of Basic Skills Form A**
Edition/Publication Year **2001-2002** Publisher **Riverside Publishing**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

MATH SCORES	2005- 2006	2004- 2005	2003- 2004
Testing month	October	October	October
SCHOOL SCORES			
Total Score	87	84	79
Number of students tested	66	72	70
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject **Reading** Grade **6** Test **Iowa Test of Basic Skills Form A**
Edition/Publication Year **2001-2002** Publisher **Riverside Publishing**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

READING SCORES	2005- 2006	2004- 2005	2003- 2004
Testing month	October	October	October
SCHOOL SCORES			
Total Score	80	85	75
Number of students tested	74	72	72
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

Subject **Math** Grade **6** Test **Iowa Test of Basic Skills Form A**
Edition/Publication Year **2001-2002** Publisher **Riverside Publishing**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

MATH SCORES	2005- 2006	2004- 2005	2003- 2004
Testing month	October	October	October
SCHOOL SCORES			
Total Score	81	87	79
Number of students tested	74	72	72
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject **Reading** Grade **5** Test **Iowa Test of Basic Skills Form A**
Edition/Publication Year **2001-2002** Publisher **Riverside Publishing**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

READING SCORES	2005- 2006	2004- 2005	2003- 2004
Testing month	October	October	October
SCHOOL SCORES			
Total Score	87	84	86
Number of students tested	66	70	72
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

Subject **Math** Grade **5** Test **Iowa Test of Basic Skills Form A**
Edition/Publication Year **2001-2002** Publisher **Riverside Publishing**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

MATH SCORES	2005- 2006	2004- 2005	2003- 2004
Testing month	October	October	October
SCHOOL SCORES			
Total Score	82	84	84
Number of students tested	66	70	72
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject **Reading** Grade **4** Test **Iowa Test of Basic Skills Form A**
Edition/Publication Year **2001-2002** Publisher **Riverside Publishing**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

READING SCORES	2005- 2006	2004- 2005	2003- 2004
Testing month	October	October	October
SCHOOL SCORES			
Total Score	85	86	83
Number of students tested	74	70	72
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

Subject **Math** Grade **4** Test **Iowa Test of Basic Skills Form A**
Edition/Publication Year **2001-2002** Publisher **Riverside Publishing**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

MATH SCORES	2005- 2006	2004- 2005	2003- 2004
Testing month	October	October	October
SCHOOL SCORES			
Total Score	87	85	80
Number of students tested	74	70	72
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 3 Test Iowa Test of Basic Skills Form A
Edition/Publication Year 2001-2002 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

READING SCORES	2005- 2006	2004- 2005	2003- 2004
Testing month	October	October	October
SCHOOL SCORES			
Total Score	81	83	82
Number of students tested	63	71	72
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

Subject Math Grade 3 Test Iowa Test of Basic Skills Form A
Edition/Publication Year 2001-2002 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

MATH SCORES	2005- 2006	2004- 2005	2003- 2004
Testing month	October	October	October
SCHOOL SCORES			
Total Score	81	81	81
Number of students tested	63	71	72
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 2 Test Iowa Test of Basic Skills Form A
Edition/Publication Year 2001-2002 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

READING SCORES	2005- 2006	2004- 2005	2003- 2004
Testing month	October	October	October
SCHOOL SCORES			
Total Score	77	79	82
Number of students tested	69	64	72
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

Subject Math Grade 2 Test Iowa Test of Basic Skills Form A
Edition/Publication Year 2001-2002 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

MATH SCORES	2005- 2006	2004- 2005	2003- 2004
Testing month	October	October	October
SCHOOL SCORES			
Total Score	67	68	73
Number of students tested	69	65	72
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%